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ABSTRACT

This guide is one of a series of Education for Parenthood manuals developed by the Salvation Army for use in programs to prepare teenagers for parenthood or for child care careers. This volume describes a course of study for troubled teenage girls in a residential treatment center. The program goal was to help the teenagers learn to deal with special problems, including the problem of relating to authority. Emphasis was on self-esteem, knowledge about children, use of community resources, and career and skill development. Practical experience in day care settings was provided, with the aim of modifying or controlling behavior as well as stimulating interest in child care career possibilities. Allowances and awards were used as motivational factors, and certificates were given to those who completed the course. In addition to a brief description of these provisions, the manual includes: (1) a two-page outline of course content; (2) suggestions for planning the initial program and for setting up sites for practical experience in day care settings; (3) a sample observation form and a work experience report form to be completed by teen participants; and (4) a list of resources. (BF)

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WORKING WITH CHILDREN

A PROGRAM PREPARED FOR A RESIDENTIAL FACILITY

FOR GIRLS WITH SPECIAL PROBLEMS

PS 009510

1975-1976 EDUCATION FOR PARENTHOOD
THE SALVATION ARMY

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

CREDITS

This program was developed and directed by David Thomas, program director of the Door of Hope Home School, Jersey City, N. J., with the guidance of Major Janice Schrader, Administrator. It is produced as part of The Salvation Army's Education for Parenthood program under Grant No. OCD-CB-463, Lt. Colonel Edith A. MacLachlan, Project Officer.

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ABOUT THE COURSE

This program was developed for teenage girls in a residential treatment center where the goal was learning to deal with special problems, including the ability to relate to authority.

Emphasis was given to the practical experience part of the program as it was felt that this would modify or control behavior, as well as stimulating interest in career possibilities. Also it would allow the participants to draw on their own life situations. Allowances and awards were added motivational factors. Certificates were given to those who completed the course.

The site director was a college graduate experienced in classroom teaching and curriculum development. He was skilled in working with emotionally disturbed girls. He knew community resources and how to use them creatively. The classroom teachers in the facility assisted in the course. They thought the girls benefitted from the widened scope of academic learning and the broadened horizons of the work in day care centers and field trips.

The participants developed their own notebooks and scrapbooks. Written tests showed they gained a good base of information about the growth, development and needs of infants and young children. In their evaluation of the program, they generally rated it very good, interesting, just right. Some found the reading material boring, "because I'm not interested in getting pregnant at present time." Others saw it was "very informative, very educational. Every person, before having a first child, should study this program."

In the pages that follow, the site director has laid out the blueprint of his experience.

CURRICULUM OUTLINE

The course was taught in time units roughly paralleling the school schedule. In so far as was suitable, the material was given in self-contained units, with prior content summarized at the beginning of each subject. This gave on-going participants a sense of accomplishment and provided an easy entry for new-comers. The classes were divided between academic content and arts, crafts, and physical activities.

Each participant was given a Child Care Manual (see resources, p.13 for ordering) and encouraged to write in their comments or paste in pictures they thought more suitable. Each girl was encouraged to keep a journal or looseleaf notebook for adding hand-out material or writing their notes, thoughts, plans, or whatever they wished to record. This could be shared with the others or not as the owner wished.

Films and filmstrips were heavily used as information givers and discussion starters.

Field trips were used: for fun to help build a group feeling; for a chance to learn more about the community; for practice in learning to observe how children behave in different settings and with different people.

Practical experience was offered in day care settings. Following a period of observation, each girl spent time with a child, then planned a day's activity with that child, followed by a day of actually carrying out the plans. Evaluation of the experience followed. Girls who wished to do so were then given regular assignments in day care centers for which they were paid on an hourly rate. See pages 10 to 12, for the report forms used.

CONTENT

1. Introduction to the Course

2. Child Care Manual - all subjects

   Feeding, growth and development, toilet training, accident prevention, immunizations, allergies, respiratory problems, temperature, the fussy baby, troubles in the digestive tract, your child's eyes, medication and treatment.

3. Child Development

   A. The child's relationship to family

      How a child sees himself or herself

      The parent is a teacher

      Learning from our children

      Dependence vs. independence

      Forcing the child to fail

   B. Preparing the child for learning

      How an infant's mind grows

      How language grows

      When can a young child learn?

      How the young child's mind grows

      Learning every day

   C. The child's point of view

      When fantasy is reality

      It happened on purpose

      The world is alive

      What's in a name

   D. Development of feelings in children

      How feelings grow

      How to deal with fear

      Love and joy

      Anger and sadness

4. Understanding One's Self

Developing values

Setting goals

Dealing with sex

Building self-esteem

5. Family and Society

Environment

Child rearing practices

Interaction of family members

Guiding behavior - discipline

6. Dealing With Stress

Your own

With children in various settings

Getting help

7. The Community

How the community impacts and serves children and their families

Resources for own use

Resources for help with children

8. Observation and Practice (continuous throughout course)

How children behave in several settings and why

Plan and carry out activities with young children

9. Evaluation

Of program

Of self

10. Celebration

Party

Awards of certificates

APPENDICES

PLANNING THE INITIAL PROGRAM

Amount of time required for each step is an approximation for a director with clear ideas of objectives and a background in teaching a community service.

I. Before Program Begins

A. Have a proposed plan (1 day required)

1. Know objectives of your own program

2. Seek to reach objectives within a given period of time
   Set limits

3. Know how many can be reached in your program

B. Develop a Curriculum Guide (1 day required)

1. This will help with progression of course material

2. It is also beneficial if a new teacher is added or supplemented.

C. Prepare a Budget (between 2 - 3 days required)

1. Know how much is to be spent for:

   a. salaries
   b. transportation (in and out of town)
   c. meals
   d. materials
   e. equipment

D. Search Local Resources (2 days required)

1. Availability of facilities and/or speakers that can relate to program, for example

   a. Planned Parenthood program
   b. state and city health organizations
   c. public library films and books

2. Day Care Centers, Nurseries and Head Start Programs

   a. see if they are willing to allow volunteers into their centers
   b. see if they will allow their centers to be used as observation sites

E. Know Your Staff

1. Know what staff can be depended on to aid or teach in the program.

2. Clearly explain responsibilities, purpose, goals and objectives of program.

   a. have a teacher's workshop where program can be discussed (approximately 2 days)

   b. discuss and agree on documentation methods

F. Site Director

1. Is administratively responsible for the program.

2. Must be well versed in program area and in community resources

3. Able to present program clearly

II. During the Program (time required to administer the program is approximately 20 - 25 hours per week.)

A. Keep Accurate Attendance Records

B. Seek to use an inductive approach where student's opinions and knowledge are constantly drawn into classroom experience.

C. Realize there are two basic elements to the program:

1. Classroom experience - academic instruction, rap sessions, group dynamics, etc. on child development and related areas.

2. Practical experience - where students work or volunteer their time in day care centers, nurseries, or an organization dealing with young children.

D. Institute a kind of testing before program begins and as you go along.

1. To realize how much learning has taken place

2. To help improve future programs.

E. Have Students Evaluate the Program

III. After the Program (time required is approximately 1 week.)

A. Give post-test and compare with pre-test to note how much learning has taken place.

B. Accumulate data used during program.

C. Re-evaluate teaching goals and program goals. It is useful to compare with originally proposed objectives.

HOW TO SET UP SITES FOR PRACTICAL EXPERIENCE

I Make a thorough search of local community

A. Set times when site director can visit field placements personally.

B. Be ready to explain program fully (goals, purpose, etc.) to director of proposed placement centers.

C. Explain your general program

1. type of students

2. number to be working at a particular site

3. type of academic education they have or will be receiving

4. give a sample of materials used

II Need to Arrange

A. A time when a group of students can come to observe center, speak to teachers and children

B. Out of that group select students that are willing to give of their time as aids or volunteers

III Carefully Monitor Volunteer Program

A. Keep records of

1. what students do

2. amount of time they spend at volunteering

3. any problems students encounter, ditto for center

4. joys students have in working, ditto for center

5. names and directors of field placements and of the students in each

B. Deal quickly with problems

1. so as not to ruin site for future workers

2. so as not to frustrate a student into negative thinking

C. Set up sharing time

1. where volunteer's experiences become a vital part of group learning

2. where problems can be worked out together

3. where ideas and plans can be shared and used by other members of the program

D. Taking pictures with permission

1. of students in and out of the center working with children

2. use video tape, movies, tape recordings as an excellent teaching and motivational tool

CHILD DEVELOPMENT CENTER OBSERVATION FORM

1. How were children greeted upon arrival at the center?

2. Describe breakfast period. (Include how children and staff participated.)

3. Give at least two examples of how the staff guided children into activities during the play period in each room.

   a. Toddler Room

   b. Nursery(Infants)

4. What materials and equipment did you see children playing with?

   a. In toddler room

   b. In nursery

5. Give at least two examples of how staff encouraged children to talk.

   a. Toddler Room

   b. Nursery

6. Describe the lunch period. (Include how staff and children participated.)

7. What did you like best about this center?

8. Was there anything you did not like?

9. What did you see that you did not expect to see?

_____
Signature

_____
Date

REPORT OF WORK EXPERIENCE

Please fill out and give to leader after working at the day care or nursery.

Name of student_____Date_____

Briefly describe what you did for the time you were at the day care or nursery.

Did you face any problems? If so, briefly describe.

Time arrived_____ Time left_____

The following student has satisfactorily worked at the center. (P.S. - if there were any problems indicate on the back of this paper.)

_____
Student's Name

_____
Signature of staff member at center

RESOURCES

The approach was multi-media, the aim being to get as many different people involved including the girls, staff, and from the community.

Audio-visual materials included sound filmstrips from Guidance Associates, and 16 mm. films from Walt Disney, and related children's films for student observation and opinion. The public library was the principal resource for borrowing films.

1. Filmstrips
   - from Guidance Associates
     41 Washington Avenue
     Pleasantville, NY 10570:

   I Never Looked at It That Way Before
   Personal Commitment: Where Do You Stand?
   Coping With Jealousy
   Your Personality: The You Others Know
   Setting Goals
   Developing Values
   Reflections of Myself
   Family Planning Today
   Becoming A Woman
   Babysitting: The Job - The Kids

2. 16 mm. Sound Films (children's films)

   Nature's Strangest Creatures - by Walt Disney
   Catsup - by Tana Hoben
   Gilberto and the Wind - by McGraw-Hill
   Alexander and the Car with the Missing Headlight - by Weston Woods

3. Videotaping Equipment

   Videotape equipment was borrowed from the Fine Arts Department of the city library for filming and playback of activities which the girls carried out at the various day care centers. This was used as a teaching tool to create a better understanding of child development and how the children and the girls responded.

4. Books

   - prepared for ROCOM Division, Hoffman-La Roche Inc., Nutley, NJ, 1973
     available from Sutherland Learning Associates
     8425 West Third Street
     Los Angeles, CA 90048:

   Child Care
   Supplemented by Parentaid Films, prepared for use with the Child Care Manual

5. Curriculum Filmstrip Course

- Parent's Magazine Child Development Tapes and Color Filmstrips - $200
from Parent's Magazine Films
52 Vanderbilt Avenue
New York, NY 10017:

CHILD DEVELOPMENT

The Child's Relationship to Family

1. *How a child sees himself or herself*
2. *The parent is a teacher*
3. *Learning from our children*
4. *Dependence vs. independence*
5. *Forcing the child to fail*

Preparing the Child for Learning

1. *How an infant's mind grows*
2. *How language grows*
3. *When can a young child learn?*
4. *How the young child's mind grows*
5. *Learning every day*

The Child's Point of View

1. *When fantasy is reality*
2. *It happened on purpose*
3. *The world is alive*
4. *What's in a name*

Development of Feelings in Children

1. *How feelings grow*
2. *How to deal with fear*
3. *Love and joy*
4. *Anger and sadness*

6. Activity Guides for Children

- from Creative Teaching Press
514 Hermosa Vista Avenue
Monterey Park, CA 91754:

Let's Begin - activity ideas in art, math, language, literature, movement education, science and social relationships. Each subject area approximately $6.00.

Early Childhood Education - by Doris Edmund

Fun in the Making - by U.S. Department of Health, Education and Welfare
1. introduction as to purpose of book
2. presentation of craft ideas for young children

Safe Toys for Your Child - by National Safety Council
1. care of children's toys
2. safety features to look for

7. Supplemental Material

- Sound Filmstrips on Human Sexuality (with teacher's manual) - $40.00
from Eye Gate House, Inc.
Jamaica, NY 11435:

Are Sex and Love the Same?
Attitudes About Human Sexuality
Human Reproduction